The background is a solid blue gradient. A wavy, light blue line starts from the left side, about one-third of the way down, and curves upwards towards the right, creating a sense of movement or a horizon line. The text is in a bold, yellow, sans-serif font.

DIFFERENTIATED INSTRUCTION IN THE BUSINESS CLASSROOM

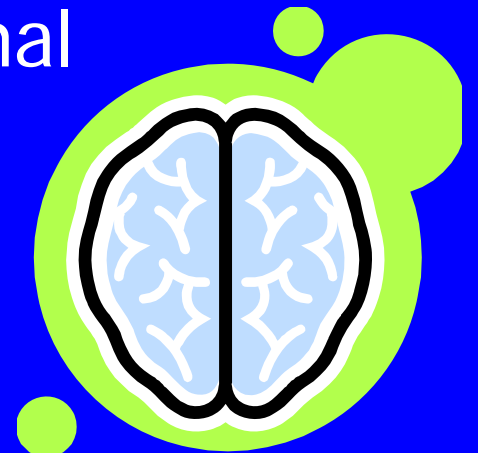
Denise Bader & Jessica Doyel
Ste. Genevieve High School

Introduction to DI

- ◆ What is it?
- ◆ Teaching a lesson to all students while meeting individual students' needs (based on learning styles or multiple intelligences)



- ◆ Based on brain research and how we learn
- ◆ We learn by the following methods (approximations):
 - ◆ 15% of what we hear
 - ◆ 20% of what we see
 - ◆ 30% of what we watch others do
 - ◆ 40% using multisensory skills
 - ◆ 70% when it is linked to personal experiences
 - ◆ 80% when we perform
 - ◆ 90% when we teach others



- ♦ Focus on student engagement (also part of the IPI at our school)
- ♦ Our goal today—to give you strategies that you can use to engage students (and hopefully reach the students with different learning styles)

◆ How we got started

- ◆ Goal for last year and this year
- ◆ Speaker last year
- ◆ Requirement—one new strategy per semester
- ◆ IPI—increase student engagement and higher order thinking skills
- ◆ Book study last year



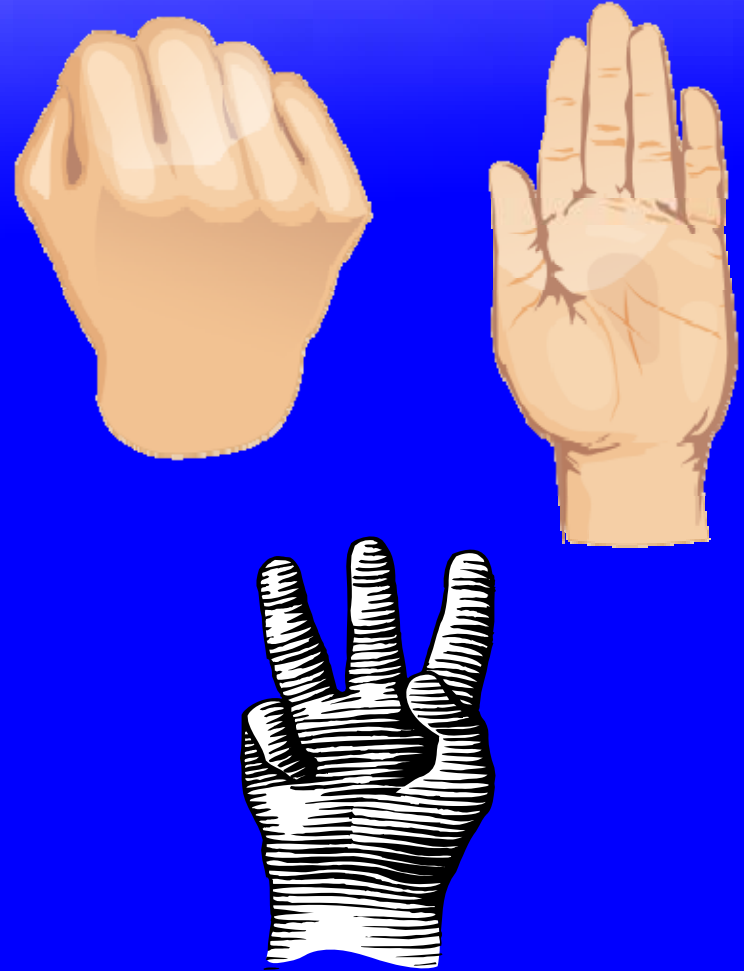


Resource List

- ◆ www.aimhieducational.com
- ◆ Special Needs In the General Classroom By Susan Gingras Fitzell
- ◆ Umm...Studying? What's That? By Shivahn Fitzell & Susan Gingras Fitzell
- ◆ Differentiating Instruction in a Whole-Group Setting by Betty Hollas
- ◆ The Differentiated Classroom—Responding to the Needs of All Learners by Carol Ann Tomlinson

Some Practical Strategies

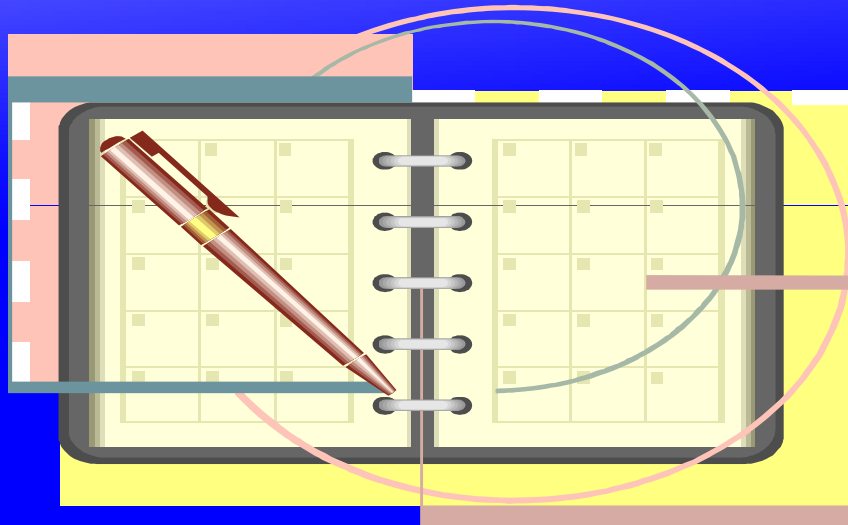
- ◆ That's Me or Participation Strategy (to check for understanding)
 - ◆ Ask question
 - ◆ Students answer with:
 - ◆ A fist=don't call on me, I don't get it, I know nothing about this
 - ◆ Three fingers=I think I know, I know a little bit, I get it for the most part
 - ◆ Hand (five fingers)=Call on me, I get it, I know a lot about this and I'd love to share what I know



◆ Snowball Fight

- ◆ Students write down a question about the day's lesson (something they are comfortable with or something they need clarification on)
- ◆ Make a snowball out of the paper they wrote on
- ◆ Throw the paper
- ◆ Students then pick up a "snowball" (hopefully someone else's) and read and answer the question





◆ Appointment Calendar

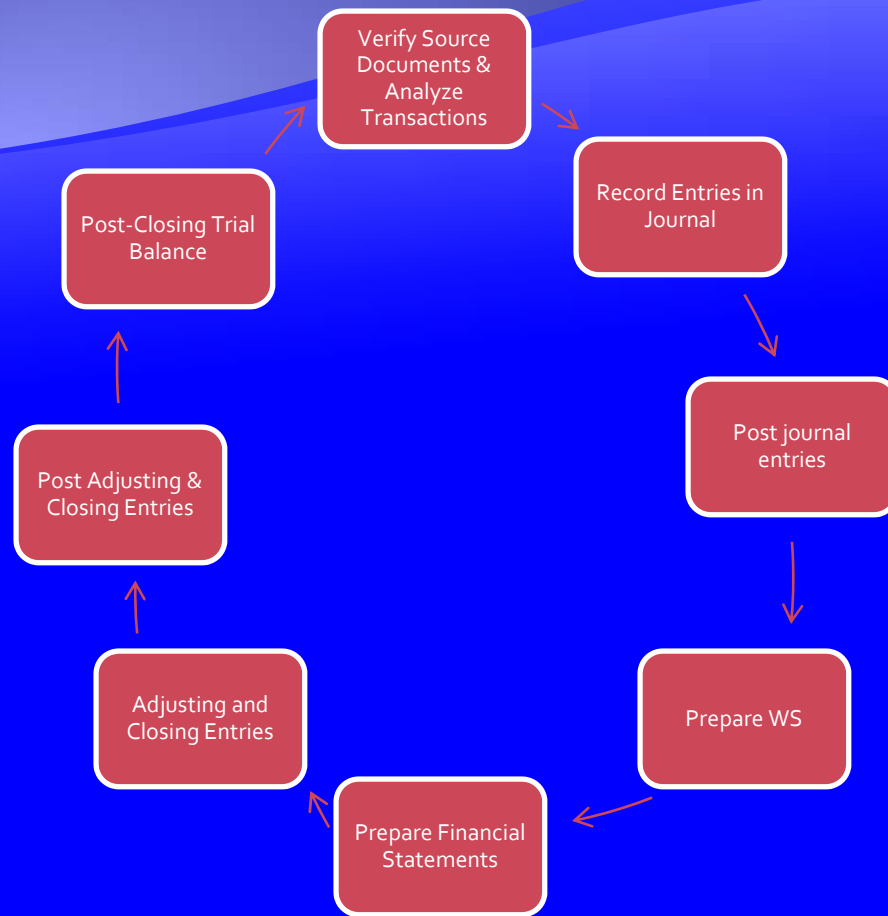
- ◆ Give students a sheet with times on it—they make appointments with students in the class (each student needs to write the name of their appointment person)
- ◆ Also a good idea to specify where in the room to meet
- ◆ Use these all year long
- ◆ Call out a time—students meet their appointment person and discuss topic or teach each other

◆ Visuals

- ◆ SmartArt for MindMaps
- ◆ Have students use the SmartArt Tool in Word 07 to create mind maps about processes, procedures, etc.
- ◆ Examples
 - ◆ [Accounting Cycle](#)
 - ◆ Steps for Posting
 - ◆ Steps for Mail Merge
 - ◆ Steps for Creating Excel Charts
 - ◆ Venn Diagrams

◆ Webspiration

- ◆ <http://www.mywebspiration.com/>



◆ Use of Color

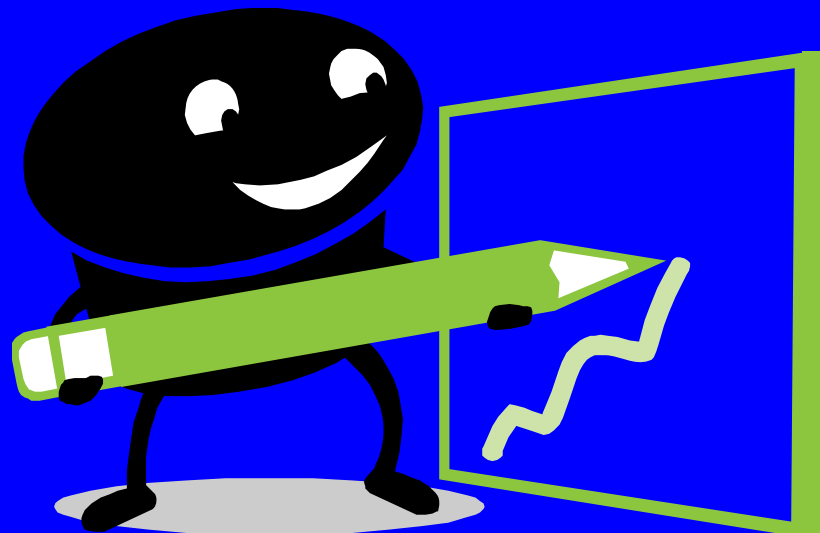
◆ Color Coding Examples

- ◆ One color for handouts, one color for assignments, etc.
- ◆ Accounting II—color coded financial statements along with directions; Gave them the choice to use Excel for financial statements.
- ◆ To keep track of similar assignments—colored sheets to remember assignment rather than a page number.
- ◆ Grade with purple—more pleasant (Red signifies something critical)



◆ SmartBoard/Interactive Tablets

- ◆ Have students come up to smart board and move parts of letter to correct position
- ◆ Have T-accounts drawn and have + and – drawn. Have students come up and move + and - on T-Accounts to show correct normal balance



Some General Tips

- ◆ Lighting
- ◆ Checkboxes (for assignment directions, for daily lesson plan, etc.)
- ◆ Music
- ◆ Water hydrates the brain
- ◆ Timers: <http://www.vickiblackwell.com/timer.html>
- ◆ 7 Chunks of Learning at a time
- ◆ Avoidance of Serif Fonts (best ones: Arial, Comic Sans MS, Tahoma)



Some General Suggestions or Tips (continued)



- ◆ Bordering—border important words—some kids are visual and the shape helps them remember things
- ◆ Portfolios: the collection helps the student their growth and strengths, a motivator to see past achievements
- ◆ Routine is necessary (Classroom procedures)
- ◆ Clipboard to jot notes and give aha points
- ◆ Home Base Seats: sit here at beginning of hour, move around for group work, go back to home base seat at end of hour.
- ◆ New Requirement for Us: One positive comment per month—must turn in to office

Other Ideas?

- ◆ Please share your strategies with us

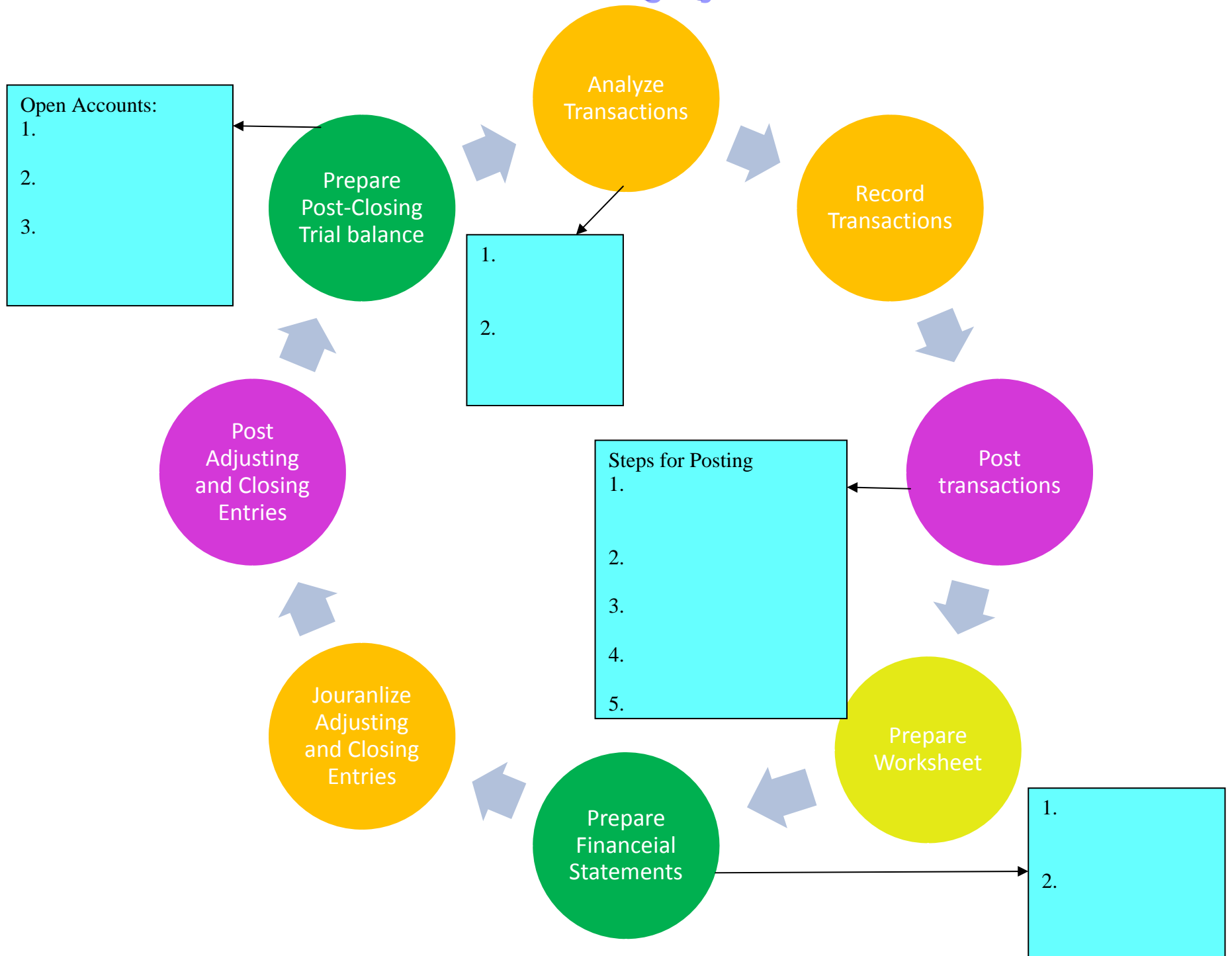


Thanks



<i>Appointment Calendar</i>	
A.M.	
7:00	
8:00	
9:00	
10:00	
11:00	
12:00	
P.M.	
1:00	
2:00	
3:00	
4:00	
5:00	
6:00	
7:00	

Accounting Cycle



Accounting II
Financial Statements for a Departmentalized Business
Chapter 4

To Prepare the Financial Statements:

1. Prepare the worksheet.

- a. Enter balances in the trial balance column of the worksheet. (These will come from the ledgers.)
- b. Enter the adjustments.
 - i. Calculate the adjustment for Uncollectible Accts. Expense
 - ii. Merchandise Inventory: Trial Balance (beginning mdse. inventory –ending mdse. Inventory)
THIS REPRESENTS THE AMOUNT OF MERCHANDISE THAT YOU SOLD. THIS IS THE NUMBER YOU USE FOR THE ADJUSTMENT.
 - iii. Supplies: The number they give you is the amount of supplies you used. THIS IS THE NUMBER YOU USE FOR THE ADJUSTMENT.
 - iv. Insurance: The number they give you is the amount of insurance you used. THIS IS THE NUMBER YOU USE FOR THE ADJUSTMENT.
 - v. Depreciation Expense: The number they give you is the amount of the depreciation. THIS IS THE NUMBER YOU USE FOR THE ADJUSTMENT.
 - vi. Federal Income Tax: Take the number from the trial balance column for Federal Income Tax Expense and subtract the number you are given for Federal Income Tax for the Year.
- c. Total the Adjustments.
- d. Calculate and extend the balances.
 - i. Extend indirect expenses to the Income Statement Debit column.
 - ii. Extend assets, liabilities, and owner's equity to the balance columns.
 - iii. Extend revenue and expenses to the income statement columns.
- e. Total the Departmental Margin Columns. THEY WILL NOT BE EQUAL. Find the amount of the difference and plug that number in the appropriate column to make them equal. (Departmental Margin is the revenue earned for that department minus the cost of merchandise sold for that department and minus the direct expenses for that department.)
- f. Total the income statement debit and credit columns. Find the amount of the difference—this will represent the amount of net income or net loss.
- g. Total the balance sheet debit and credit columns. Find the amount of the difference—this will represent the amount of net income or net loss and it should be equal to the difference on the income statement columns.
- h. Rule the worksheet.

2. Prepare the Departmental Margin Statement for each Department.

3. Prepare the Income Statement

4. Prepare the Statement of Stockholder's Equity

5. Prepare the Balance Sheet

6. Prepare Adjusting Entries (take accounts and numbers from adjustment column of the WS)

7. Prepare the Closing Entries

- a. Close accounts that have a credit balance on the Income Statement columns of the WS (close them to the income summary account)
- b. Close accounts that have debit balances on the Income Statement columns of the WS (close them to the income summary account)
- c. Close income summary to retained earnings
- d. Close dividends to retained earnings

Company Name			
Departmental Margin Statement--Department Name			
For Year Ended December 31, 2009			
Operating Revenue			
Sales			taken from WS trial bal. column
Less: Sales Discount		Taken from WS trial bal. col.	
Sales, Ret. & Allow.		Taken from WS trial bal. col.	Add left two columns together
Net Sales			
Cost of Merchandise Sold			
Merchandise Inventory, Jan. 1, 2009			Trial Bal col of WS (BEGINNING)
Purchases		Trial Bal col of WS	
Less: Purchases Discount	Trial Bal col of WS		
Purchases, Ret. & Allowances	Trial Bal. col of WS	Total of left two columns	
Net Purchases			Purchases-total on left
Total Cost of Merchandise Available for Sale			Beg. Mdse. Inv + Net Purchases
Less Mdse. Inventory, Dec. 31, 2009			Bal. Sheet col for Mdse Inv. (ENDING)
Cost of Merchandise Sold			
Gross Profit on Operations:			
Direct Expenses:			
Advertising Expenses			taken from Income stmt of WS
Depreciation Expense--Store Equipment			taken from Income stmt of WS
Payroll Taxes Expense			taken from Income stmt of WS
Salary Expense			taken from Income stmt of WS
Total Direct Expenses			
Departmental Margin			
*Rounded to the nearest 0.1%			

	% of Net Sales*
Sales-total of far left cols.	
Total Cost Avail-Ending Inventory	
Net Sales-Cost of Mdse. Sold	
Total expenses at the left	
Gross Profit on Operations-Total Direct Expenses	